**Common Core Terms**

Rigor

Staircase of complexity

Text-based answers

Depth of Knowledge

Focus

Coherence

Progression

Domain

Cluster

Standard

Strand

Connections

Balance

Instructional shifts

Writing from sources

Argumentative writing

Fluency

Deep understanding

Application

Dual intensity

Informational text

Literary text

Long term transfer goal

Big ideas

Concepts

Competencies

Essential questions

College and Career Readiness

Textual evidence

Content literacy

**Common Core Terms**

Rigor --   an environment in which students are supported and learn at high levels.

Staircase of complexity--  progression that occurs allowing all students to encounter grade level complex text

Text-based answers--  responses generated through direct analysis of text

Depth of Knowledge--  classification of cognitive complexity; considers complexity of both content and task

Focus--  mathematics shift in which teachers significantly narrow and deepen the scope of how time and energy is spent in the math classroom to ensure that instruction  targets the concepts that are prioritized in the standards

Coherence--  achieved by thinking across grade levels and linking to major topics within grades

Progression--  narrative documents describing the progression of a topic across a number of grade levels, informed both by research on children's cognitive development and by the logical structure of mathematics

Domain--  large groups of related standards

Cluster--  small groups of related standards

Standard-- provides a consistent, clear understanding of what students are expected to know and be able to do at each grade level.

Strand--  part of the structure of the Common Core Standards; Each is headed by a related set of College and Career Anchors

Connections-- the critical linking of concepts and understanding across grades, across and within content areas, and to real-world application to support learning

Balance--  significant curricular change called for in the PA Common Core ELA standards in regard to fiction and nonfiction texts as well as narrative and informational writing

Instructional shifts--   identify the major changes in curriculum and instruction educators need to make in order to align with the Common Core

Writing from sources --  written response that includes evidence generated from a complex text

Argumentative writing--  form of writing that states and supports a position with textual evidence

Fluency--  term that refers to how quickly, accurately, automatically and expressively someone reads

Deep understanding--  to be able to put the pieces together and to use knowledge to do things (e.g.,solve problems, create new ideas etc).  Relational and extended thinking

Application--  the use of information or learning in various settings

Dual intensity--  circumstance when students are practicing and understanding

Informational text--- type of nonfiction; contains factual information intended to explain

Literary text--   a written work, generally a narrative, that is seen as a worthwhile body of work

Long term transfer goal-- highlights the effective use, understanding, knowledge and skill that we seek in the long run; i.e., what we want students to be able to do when they confront new challenges—both in and outside of school)

Big ideas--    Declarative statements that describe concepts that transcend grade levels. Essential to provide focus on specific content for all students.

Concepts--    Describe what students should know (key knowledge) as a result of this instruction specific to grade level.

Competencies--     Describe what students should be able to do (key skills) as a result of  instruction, specific to grade level.

Essential questions--   Questions connected to the SAS framework; specifically linked to Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.

College and Career Readiness-- the qualities and achievements that students need to complete in order to be ready to enroll, persist, and succeed in college, postsecondary training opportunities, and gain entry into meaningful careers.

Textual evidence--  used to support argumentative and informational discourse

Content literacy--  ability to read and write fluently within an academic discipline